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## EDUCATIONAL NEWS AND EDITORIAL COMMENT

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In the following pages the *Review* revives in a new form a department which in past years has from time to time been given space. News notes are, if one may be allowed to take the reader into the confidence of the editors, very difficult to collect. The people who are busy with school work seem to have little time to prepare statements about their work. Furthermore, educational news very often seems to emphasize unduly matters which are purely personal. The editors of the *Review* believe that the time has come when a broader conception of school news can be fostered. If school people can be induced to exchange experiences even when their experiments are in a tentative stage, they will develop away from the purely personal and they will contribute so much in the way of informing and stimulating news that the conduct of this department will be easy. The *Review* invites all who are interested in the creation of a general news exchange dealing with broad general movements to co-operate in the development of these news pages.

Editorial comments will be offered in connection with the news notes. Here it is hoped that discussions may be stimulated which will further extend the influence of the news section.

The department will be conducted, unless otherwise specifically indicated, by the writer of this note. Communications may be addressed directly to him or to the managing editor. The *Review* will appreciate at any time suggestions as to sources of material of the type above described.

CHARLES H. JUDD

The College Teachers of Education will meet with the Department of Superintendence in Philadelphia from February 25 to 28, 1913. The program for the meeting will be somewhat different from the programs given in former years. This time members of the society will present results of their special studies and investigations. As usual the yearbook will appear some time before the meeting and will contain the papers that are to form the basis of the discussions at the various sessions. In general each paper will indicate the importance of the problem, tell why its solution was attempted, describe the methods employed in the investigation, and present a summary of the results with their educational implications for members of the society.

There will be three sessions and probably a luncheon. The complete tentative program is as follows:

### EDUCATIONAL PSYCHOLOGY SESSION

1. "Some Psychological Characteristics of the Intermediate Grades of the Elementary School." Charles H. Judd, University of Chicago.

2. "A Study of Association in Children in Relation to the Learning Ability." Elmer E. Jones, University of Indiana.

3. "Abilities of High-School Students": (a) "The Ability of Students Who Elect the Different Courses Offered"; (b) "The Relation of Failures in Mathematics to Elimination"; (c) "The Correlation of High-School Marks," G. D. Strayer, Columbia University.

#### TEACHING METHOD SESSION

1. "Incidental Instruction (especially in German, Geometry, and the 'three R's')," J. L. Meriam, University of Missouri.

2. "An Experiment with the Courtis Arithmetic Tests," E. E. Rall, University of Tennessee.

3. "A New Method in the History of Education," H. H. Horne, New York University.

#### SESSION ON PLACING OF TEACHERS AND BUSINESS MEETING

"The Placing and Promotion of Teachers," Frank E. Thompson, University of Colorado.

CARTER ALEXANDER

*Secretary of College Teachers of Education*

A preliminary announcement is made of the session of the Department of Superintendence. The department will meet in Philadelphia on February

**February  
Meeting of the  
Department of  
Superintendence**

25. The meeting will continue during the remainder of the week. This date is set at a time which will make it possible for the members of the department to go on to Washington and attend the inauguration ceremonies.

A number of affiliated organizations will meet with the department. Among these are the National Society for the Scientific Study of Education, the College Teachers of Education, the National Association of School Accounting Officers, the Kindergarten Section of the National Association, and the Department of Higher Education. Announcement is also made that the National Council of Education will meet at this time.

The session on Tuesday, February 25, will be given to the National Council. On Wednesday there will be a forenoon meeting occupied by the preliminary exercises, including addresses of welcome. These will be followed by a discussion of "Team Play between Schoolmaster and Layman," by Mr. Prosser, and "Team Play between City Superintendent and City," by Mr. Cary. In the afternoon there will be a discussion of uniform standardization in school administration, curriculum, etc. The members of the program who have already consented to take part are Mr. Draper and Mr. McMurry. In the evening there will be a paper on the "Development of Professional Spirit and Initiative of Teachers," by Mr. Judd, and a paper on "Rhythm in Education," by Mr. Joseph Lee. In all probability the Commissioner of Education of the United States will also appear at this time.

The Thursday forenoon program will be devoted to a discussion of "The

Outcome of a Few Experiments in Developing a School System." A number of practical men are to appear in this discussion: Superintendent Meeks, Superintendent Condon, Superintendent Francis, and others.

The business meeting of the department will be held at 11:00 o'clock on Thursday. In the afternoon there will be round table and departmental meetings. There will be a round table for superintendents of large cities, conducted by Superintendent Edson; a round table for state and county superintendents, conducted under the presidency of Mr. Blair of Illinois. The round table for superintendents of small cities will be conducted by Mr. Gruff of Omaha.

In the evening Mr. Schaeffer will deliver an address on "Limitations of Examinations," and David Starr Jordan will speak on "Ideals."

Friday forenoon will be used for the reports of committees. The committee which was appointed to investigate the cost of living and the salaries of teachers will make a report, and the committee which is to discuss economy of time in the elementary school will also make a report.

In the afternoon the subject will be the "Testing of Efficiency of School Administration." Messrs. Hanus, Bailey, Spaulding, and others will appear on this program.

A vigorous movement looking toward the reorganization of high schools is going forward in the state of New Hampshire under the immediate direction of the State Department.

**High Schools in New Hampshire** Two reports have recently appeared, one through the Bureau of Education, and one from the State Department of New Hampshire, calling attention to significant changes in the course of study in the secondary schools of that state.

A bulletin issued by the United States Bureau of Education, entitled *The High School and the Community*, gives an account of the development of the new course of study at Colebrook, N.H. Colebrook Academy is located in a town of about two thousand population in northern New Hampshire. Starting in the first period of the last century as a private school, it later became a part of the public-school educational system. For years it did successfully the work that was expected of a college-preparatory, classical school, but it is now changing its whole program. It is not a vocational school; it remains as a general high school, but it has taken on courses in agriculture and domestic science in the belief that this work is of the highest importance to the community which surrounds the school and supports it. The significance of this movement appears in the fact that the registration in the academy has rapidly increased, and its influence upon the community has become of a totally different type through the reorganization of the course of study.

The State Department of New Hampshire has also issued what is known as a "Standard Program of Studies" for the secondary schools of New Hampshire. The State Department of New Hampshire has a wide authority over the

secondary schools of the state. These schools must submit each year full statements of their organization and course of study, and these must be approved by the State Department. The State Department is also authorized to prescribe in certain respects the work that shall be done in the schools.

In the detailed statements which are contained in this pamphlet the various lines of work are outlined, and the materials necessary for the conduct of this work are given in full. The state is thus able to come into direct communication with the high schools, and to make requirements along the lines indicated in the statements issued by the department. Secondary-school teachers all over the country will find this pamphlet of very great assistance in describing the kind of work which should be organized in high schools in order to satisfy the legitimate demands of higher education on the one side, and the demands of communities on the other.

The State Department of Indiana has made a distinct advance in the matter of requirements for graduation from high school by accepting practically all of the recommendations of the committee of the National Education Association. On and after September 1, 1912, all graduates from commissioned high schools in Indiana will be accepted if they have a course which is practically identical with that which was adopted at the San Francisco meeting of the association.

It will be noted that the recommendations of the National Association committee provided that the school authorities shall determine four or five units, in view of the needs of the local community, and these four or five units are to be accepted by the colleges without restriction.

In addition to this very essential modification of former practices, the requirements in language are very much reduced, the requirements in mathematics are reduced to two units, and history and natural science are given a place which indicates that these subjects are parts of a general education quite as much as the literary subjects which used to monopolize so much of the course.

Several new indications come to hand showing that the requirements for college admission are sure to undergo in the immediate future radical revision.

**Eastern Revision of Entrance Requirements** In his annual report Mr. Faunce, president of Brown, says: "One of the next changes that we make may well be in the direction of broadening our entrance requirements. Frequently young men now come to us from the best high schools of the West fully prepared for admission to the leading western universities, but deficient by three or four points in preparation for Brown. Such universities as Chicago, Wisconsin, Illinois usually allow a student credit for one year of a modern language, or for two years of Latin, as we do not. They place much less emphasis on the study of language than we do," etc.

To the student of education who lives in the western states it is very interesting to observe that all of the eastern institutions begin to find that their

western constituency is falling away because of the somewhat arbitrary methods that they have employed in the past of dealing with entrance requirements. Harvard very frankly announced two years ago that her change in entrance requirements had to do with her desire to secure students from the western high schools. These western high schools, it may be noted in passing, are setting up a standard of scholarship and efficiency and organization which justifies very fully the change in attitude of the eastern colleges. The close harmony between western colleges and universities and western high schools has resulted from the fact that both of the members of this combination are discussing as intelligently as they can the one problem of the better training of high-school students. There would be no difficulty at all with regard to entrance requirements if the eastern institutions recognized the fact that the high schools are intelligent enough to organize the courses which shall be administered to their students.

In this connection it is interesting to know that the State Department of Massachusetts is saying to the small country high schools of Massachusetts through its representatives that it is very desirable that the high school should indicate what they regard as a proper course of study. The State Department of Massachusetts feels assured that if a definition can be given by the high schools themselves of a proper course of study, this definition will be accepted by the colleges of Massachusetts and the rest of New England. Indeed, it is reported that a Harvard committee is once more taking up the general problem of a revision of the entrance requirements of that institution. It is to be hoped that this revision can be made rapidly, so as to give the benefit of Harvard's example to the reluctant eastern institutions that are coming to recognize now the importance of a new type of entrance requirement.

Two very interesting statements have recently appeared, dealing with the extent and direction of growth of American high schools. The Bureau of Education of the United States issued a news bulletin in which it calls attention to the fact that more than a million and a quarter of boys and girls will attend American high schools, public and private, during the year 1912-13. This represents an enormous growth during the last twelve years.

The second statement which deals with this matter is published in the issue of *Science* dated November 1. The author of this article, Mr. Willard J. Fisher, of Ithaca, has compiled from the census and the reports of the Commissioner of Education some very interesting charts. In these charts he shows the very rapid development of registration in secondary schools. He also shows in detail how the different subjects have fared in the number of students who pursue them. Perhaps the most significant fact shown at this point is the fact that there has been a slow but steady decline in the science work in the high school. The charts also show that the percentage of college-preparatory students has decreased.

Mr. Fisher calls attention to the fact that the increase in the city schools

has not been remarkable, during the period which he covers in this study, but the increase of attendance in country high schools has been very rapid indeed.

There are other details brought out in this paper which will well repay the secondary-school teacher for a careful perusal of the article.

Mr. Fisher's general conclusion is worth repeating. The article is written to draw the attention of mature college people to the fact that the high school of a generation ago has disappeared and a new institution with new problems and new rights and duties has come into being. Or, as Mr. Fisher himself puts the case, "The tabular and graphic representations of statistical facts show at a glance that since 1890 the problem of the secondary school has changed from that of the fitting school to one of a decidedly non-fitting school—some bigots would say a decidedly *unfitting* school; a school in which only 6.8 per cent of the pupils anticipate college work of any sort. This being the case, the colleges and universities cannot lead the way in the fashion of 1892 and the Committee of Ten; the problems of secondary education can be solved only in the schools."

The discovery which Mr. Fisher here makes, and points out to college and university readers, is certainly a very significant discovery for the college man. The high schools long since made this discovery, and the agitations which in recent years have been carried on for the modification of college-entrance requirements simply indicate that the secondary-school teacher has come to recognize that his function is to organize an independent school which shall not suffer by referring its problems for solution to those who do not understand that the high school is no longer a school confining its attention primarily to college preparation.

The Bureau of Education of the United States has just published a monograph entitled *Professional Distribution of College and University Graduates*.

**Professional Distribution of College Graduates** This monograph was prepared by Mr. Burritt. The monograph shows that there has been a distinct change in the professions which are entered upon by college graduates of typical American institutions. These institutions began as training schools for the clergy. The first change which appeared in the constituency of American colleges is that which transferred the interest from the clergy to the law. To quote directly from the monograph: "During the first century of higher education in this country, training for law received scant attention, inasmuch as the governing class came directly from England, where they received their legal training. Between 1745 and the period of the Revolutionary War there was a slight increase. This increase was greatly accelerated immediately afterward by reason of the change in government, which removed the English trained lawyers and created a demand for lawyers trained in American institutions. Law accordingly was in the ascendency during the early part of the nineteenth century, and once more, between 1840 and 1885, perhaps because of litigations growing out of the Civil War."

Since that time, however, the teaching profession has moved forward rapidly. Again quoting from the monograph: "Within one hundred years the profession of teaching has grown from about one-twentieth to about one-fourth of the graduates. Previous to 1835 it was outnumbered by the ministry, the law, and medicine, but after this date the curve for medicine is lower. Since 1880 the line for teaching has crossed that of the ministry, and since 1890 that of the law. Thus at the close of the century it is the dominant profession, with business as its closest competitor."

There is no necessity of commenting at length on the significance of these figures. They indicate very clearly that there has been a change in the character of students who come to college, and a change in the interest of the educated communities of the country. Certainly it is a matter of gratification to all who are interested in the teaching profession to find that a very large percentage of those who have had the advantages of a higher education are turning to the teaching profession.

To be sure there are many cases in which the college graduate goes into the teaching profession only for a short period. He is looking forward to preparation of himself for one of the other professions. But even in these cases it is interesting to note that a higher education is coming to be regarded as a necessity for entrance into the better teaching positions.

The state board of education in the state of Iowa took action a short time ago which is of very far-reaching importance. The state of Iowa has been attempting to deal in a definite way with a problem that has appeared in a number of western states. The state of Iowa found itself with an agricultural college at Ames, which was rapidly developing into an engineering school, and into a general school of science. At Cedar Falls there was a normal school which also had the ambitions of a college or university. This institution had the power of conferring degrees, and was rapidly developing courses intended for the training of high-school teachers and supervisors. Originally these two institutions had separate boards of control and these boards were also entirely different from the board of control of the state university which was situated at Iowa City. It became apparent to the citizens of Iowa that there was some conflict and a good deal of duplication going on in these three institutions.

In order to work out some general scheme which should include all of the institutions, a single board was substituted for the three separate boards governing the different institutions above mentioned. This board was asked to adjust in some way the relations between the three institutions so that there should be no wasteful duplication and no conflict of interests.

The board has proceeded deliberately about its work. During the period of its study of the situation two of the heads of the institutions involved have been replaced by new appointees. The board has finally reached a general adjustment which is set forth in the following four provisions:

**Educational  
Reorganization  
in Iowa**



First, there is to be a transfer of the general science course, including the domestic science department, from Ames to Iowa City, that is, from the agricultural college to the state university.

Second, the engineering department is to be transferred from the state university at Iowa City to Ames.

Third, there is to be a removal of the third and fourth years of college work from the Iowa State Teachers College at Cedar Falls, and the power of conferring degrees is to be withdrawn from the teachers college at Cedar Falls. All advanced courses for teachers are to be given at the state university.

Fourth, it is proposed that there shall be three or four new normal schools scattered throughout the state of Iowa.

The board offers certain definite reasons for these acts which it has adopted. First, this action is intended to reduce duplication of the courses in the three state schools to a minimum. In the second place, there is a deliberate intention to build up a strong technical college at Ames. There is also an effort to increase the number of Junior and Senior students and the number of degrees conferred by the state university, and finally it is intended that the whole plan shall reduce the traveling expenses of students desiring to become trained as teachers.

The friends of Teachers College at Cedar Falls regard the action as altogether unfavorable to that institution and as altogether unwise. They call especial attention to the fifty training classes scattered throughout the high schools of the state as satisfactory solutions of the demand for more normal classes, and they call attention to the advantages which come from the centralization of higher courses for teachers. Certain other members of the state institutions regard the effort of the board to avoid duplication as an effort to reach an impossible end. There will always be some duplication in the higher institutions throughout the state. The students at Ames are dissatisfied with the arrangement because it takes away the women students. There are rumors that the next legislature may interfere with the program proposed by the present board.

To the outsider the situation is most interesting as an experiment in educational organization. Something certainly was wrong in the destructive competition which led to the organization of the present board. It was to be assumed that the correction of this unfortunate situation would cause some sorrow somewhere. Whether the solution proposed will best satisfy the needs of the state remains to be seen—if the legislature does not interfere. As outsiders we shall watch with interest during the next few years to see the workings of a state system which has set itself about the task of co-ordination. The same problem of co-ordination exists in all of the states about Iowa. There is at the present time in the state of Kansas a board which has been appointed to work out some solution of a similar problem in that state. In the state of Minnesota conferences have recently been held between the state university and the state normal schools in the effort to deal with a similar

problem in that state. In the state of Illinois the appropriations for the department of education in the state university have been held up because of the opposition of at least one of the principals of one of the state normal schools.

The action which has been taken in Iowa in the form of resolutions must be realized in material readjustments within the institutions. For example, a very large body of students must sooner or later be removed from Cedar Falls to the state university, and the department of education in the state university will need to be reinforced in order to meet the demands that will be created by this transfer.

Attention is called from time to time by those who are interested in the promotion of musical education to the fact that in some fashion or other the high school must deal with this problem. The high school cannot in its course undertake to train finished musicians. Those who intend to take up music as a profession must go to institutions and private teachers. On the other hand, some training for purposes of general culture may very legitimately be advocated as a part of every child's education. There is a course in the Chelsea high school which is organized for the purpose of meeting the demand of those who would promote the interests both of music instruction in the schools and of home instruction which goes farther than the school can hope to go. First, there is a theoretical course. Second, there is a course in musical appreciation; and third, a course in applied music. These courses give credit and are counted toward the diploma of the high school. Furthermore, outside work is credited. The Chelsea school credits voice training, piano playing, organ and orchestral instruments. The requirements are as follows: First, applications for admission must be made by parents or guardians. Application must be accompanied by a written recommendation from the music teacher. No pupil will be accepted who has taken less than one lesson a week. Parents or guardians agree to oversee the regular preparation of the lesson. The teacher's recommendation must include details as to the pupil's previous study, and as to his attainments in sight reading. A bi-yearly report is required covering the following points: number of lessons taken, the average number of hours' practice a week, technical progress made since the preceding report, and the names of compositions studied by the pupil. This work, it is understood, is done outside of the school, and the teacher who is known to the school authorities as a competent instructor of music is delegated to carry on this work with the members of the high school, and the reports which are received from time to time are made a part of the official records of the school.

Such recognition of musical work as a part of the school program, even if it cannot be admitted within the limits of the present high-school organization, is certainly a justifiable enterprise.

**Music and  
High-School  
Credit**